

## SPAULDING JUNIOR HIGH

400 Cartersville Highway  
Lamar, SC 29069

**GRADES** 7-8 Middle School

**ENROLLMENT** 198 Students

**PRINCIPAL** Fran W. Knotts 843-326-5335

**SUPERINTENDENT** Dr. Rainey Knight 843-398-5200

**BOARD CHAIR** Dr. Thelma Dawson 843-398-5200

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	6	24	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Good	N/A
<b>2002</b>	Unsatisfactory	Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Below Average	No

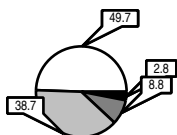
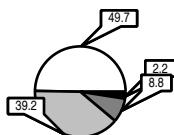
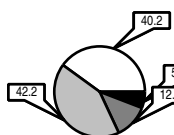
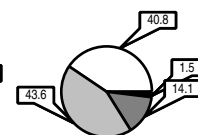
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	200	100.0	49.7	39.2	8.8	2.2	16.6	No	Yes
<b>Gender</b>									
Male	115	100.0	55.9	37.3	6.9	0.0	10.8		
Female	85	100.0	41.8	41.8	11.4	5.1	24.1		
<b>Racial/Ethnic Group</b>									
White	65	100.0	30.9	45.5	20.0	3.6	27.3	Yes	Yes
African-American	134	100.0	58.4	36.0	4.0	1.6	12.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	165	100.0	44.7	42.8	9.9	2.6	19.7		
Disabled	35	100.0	75.9	20.7	3.4	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	200	100.0	49.7	39.2	8.8	2.2	16.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	200	100.0	49.7	39.2	8.8	2.2	16.6		
<b>Socio-Economic Status</b>									
Subsidized meals	155	100.0	56.8	36.7	5.0	1.4	12.2	No	Yes
Full-pay meals	45	100.0	26.2	47.6	21.4	4.8	31.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	200	100.0	49.7	38.7	8.8	2.8	19.9	Yes	Yes
<b>Gender</b>									
Male	115	100.0	51.0	38.2	8.8	2.0	20.6		
Female	85	100.0	48.1	39.2	8.9	3.8	19.0		
<b>Racial/Ethnic Group</b>									
White	65	100.0	32.7	47.3	20.0	0.0	34.5	Yes	Yes
African American	134	100.0	57.6	34.4	4.0	4.0	13.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	165	100.0	43.4	42.8	10.5	3.3	23.0		
Disabled	35	100.0	82.8	17.2	0.0	0.0	3.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	200	100.0	49.7	38.7	8.8	2.8	19.9		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	200	100.0	49.7	38.7	8.8	2.8	19.9		
<b>Socio-Economic Status</b>									
Subsidized meals	155	100.0	56.8	34.5	5.8	2.9	13.7	No	Yes
Full-pay meals	45	100.0	26.2	52.4	19.0	2.4	40.5		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	101	100.0	59.4	32.3	8.3	8.3
	Grade 8	100	100.0	47.2	44.9	7.9	7.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	99	100.0	44.8	44.8	8.3	2.1
	Grade 8	102	100.0	55.4	34.7	7.9	2.0

<b>Mathematics</b>							
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	101	100.0	55.2	35.4	6.3	3.1
	Grade 8	100	100.0	55.1	39.3	5.6	N/A
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	99	100.0	53.1	34.4	10.4	2.1
	Grade 8	102	100.0	50.5	40.6	5.9	3.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 198)				
Students enrolled in high school credit courses (grades 7 & 8)	7.1%	Down from 9.7%	9.6%	14.6%
Retention rate	1.9%	N/A	4.5%	3.0%
Attendance rate	96.7%	Up from 93.0%	95.6%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.0%		7.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.0%		7.8%	5.3%
Eligible for gifted and talented	9.5%	Down from 9.8%	10.5%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.2%	Down from 19.6%	14.8%	13.9%
Older than usual for grade	3.5%	Down from 3.9%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 7.2%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 16)				
Teachers with advanced degrees	56.3%	Up from 55.6%	48.8%	48.7%
Continuing contract teachers	75.0%	Down from 88.9%	79.6%	81.7%
Highly qualified teachers**	100.0%	N/A	88.5%	90.4%
Teachers with emergency or provisional certificates	0.0%		7.4%	5.3%
Teachers returning from previous year	80.1%	Down from 85.8%	82.3%	85.1%
Teacher attendance rate	95.4%	Up from 89.9%	94.4%	94.8%
Average teacher salary	\$42,120	No change	\$40,230	\$40,566
Prof. development days/teacher	8.9 days	Down from 10.9 days	10.8 days	11.0 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.3
Student-teacher ratio in core subjects	21.0 to 1	Up from 17.5 to 1	21.0 to 1	21.3 to 1
Prime instructional time	90.6%	Up from 80.7%	89.5%	89.3%
Dollars spent per pupil*	\$10,175	Up 3.3%	\$6,572	\$5,821
Percent of expenditures for teacher salaries*	47.9%	Down from 52.0%	60.9%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	75.1%	Down from 98.4%	95.8%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	90.7%		92.0%	
Highly qualified teachers in high poverty schools**	94.8%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year has been an exciting one for the students, faculty, and staff at Spaulding Junior High. Together, we have worked hard to improve our school and students' academic achievement. We hope that our excitement has been evident to parents and the community.

Our commitment to our students began during the summer of 2003, as teachers prepared for the school year by participating in staff development that would improve their teaching skills and expertise. Language Arts teachers trained in the Balanced Literacy Model that they implemented in their classrooms this year. Math teachers trained with math specialists in using manipulatives in the classroom, and several of our teachers attended the Darlington County Media Academy to improve their computer skills.

During the school year, many strategies for improvement were initiated. Two teacher specialists (one for Math and one for ELA) were added to assist our staff. These specialists helped teachers with planning and classroom strategies. A program of staff development for teachers was maintained throughout the year, teachers' evaluations were linked to school goals and student achievement, and test data was analyzed.

Many accomplishments were made this year, and these have given students, parents, and staff a sense of what is possible for our school. Among our accomplishments are an increased number of Junior Scholars, participation in IQWST Program: Questioning Our World through Science and Technology, improved grounds and building facilities, updated library collection, and increased number of books in classroom libraries. Technology resources were added: 30 wireless laptop computers, digital cameras, scanners, etc. for classrooms. Our school also received a 21st Century Community Learning Center Grant, which enabled the school to offer an extensive after-school tutorial and enrichment program. Our Tiger Tales newsletter received an Award of Merit from the SC Public Relations Association.

Parents continued to support the school through the work of the PSAT. The organization supported field trips, landscaping projects, student rewards, etc. Parent support continues to be one of Spaulding's strengths. Spaulding Junior High, a Title I schoolwide site, is committed to providing the children of the Lamar area with a quality school.

Fran Knotts, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	18	84	50
<b>Percent satisfied with learning environment</b>	94.4%	69.0%	82.0%
<b>Percent satisfied with social and physical environment</b>	100.0%	78.3%	78.0%
<b>Percent satisfied with home-school relations</b>	76.5%	80.7%	72.0%

\*Only students at the highest middle school grade level at this school and their parents were included.